

**THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE
TOWARDS STUDENTS' LISTENING SKILL AT THE
SECOND SEMESTER OF THE EIGHTH GRADE
OF SMPN 1 LAMBU KIBANG TULANG
BAWANG BARAT IN THE ACADEMIC
YEAR OF 2020/ 2021**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S1-Degree**

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ABSTRACT

THE INFLUENCE OF USING ROUND ROBIN TECHNIQUE TOWARDS STUDENTS' LISTENING SKILL AT THE SECOND SEMESTER OF THE EIGHTH GRADE OF SMPN 1 LAMBU KIBANG TULANG BAWANG BARAT IN THE ACADEMIC YEAR OF 2020/ 2021

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Listening is enhanced as students care about understanding what others have said. Imaginative activities further provide a crucial connection between language skill acquisition and autonomous interaction. Students still confuses and difficult in listening, because the students have limit time practice English. They fell hard when they learned listening skill in the class because the teacher only read the text and the students have to listen to the text. The objective of this research is to know whether there is a significant difference of using Round Robin technique towards students' listening skill at second semester of the eighth grade of SMPN 1 Lambu Kibang Tulang Bawang Barat in the academic year of 2020/ 2021.

In this research, the researcher used quantitative research. The researcher used quasi experimental design with pre-test and post-test. The sample was taken from two classes, VIII B as experimental class and VIII C as control class which consists of 62 students. The treatments were held in 3 meetings, 2 x 40 minutes for each. The population of the research was the eighth grade students at SMPN 1 Lambu Kibang. In collecting the data, the researcher used instrument in form of essay question of narrative. After conducting try-out, the instrument used pre-test and post-test. The total items of pre-test and post-test were 20 items for each. After giving pre-test and post-test, the researcher analysed the data by using SPSS to compute independent sample t-test.

After giving the post-test, then the researcher analysed the data. From the data analysis the result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.025. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted. Based on the result of data analysis, the researcher concluded that, there is a significance influence of using Round Robin technique towards students' listening skill at second semester of the eighth grade of SMPN 1 Lambu Kibang in the academic year of 2020/ 2021.

Key words : Round Robin Technique, Listening, Narrative, Quantitative Research.





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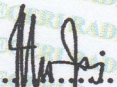
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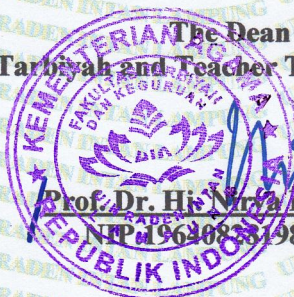
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DECLARATION

I hereby state that this thesis entitled The Influence Of Using Round Robin Technique Towards Students' Listening Skill At The Second Semester Of The Eighth Grade of SMPN 1 Lambu Kibang In The Academic Year Of 2020/2021 is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in the text.

Bandar Lampung, June 2021

Declared by



SEPTIA WULANDARI



MOTTO

وَاللَّهُ أَخْرَجَكُمْ مِنْ بُطُونِ أُمَّهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالْأَبْصَرَ وَالْأَفْئِدَةَ لَعَلَّكُمْ تَشْكُرُونَ ﴿٧٨﴾

And Allah has extracted you from the wombs of your mother not knowing a thing, and He made for you hearing and vision and intellect that perhaps you would be grateful. (Q.S an-Nahl: 78)¹



¹Kementerian Agama RI.2005. *Al-Qur'an dan Terjemahannya*. Bandung: CV. Diponegoro. p.220.

DEDICATION

The researcher dedicates this thesis to:

1. Her beloved parents, Mr. Ponidi and Mrs. Miskemawati who always pray and support for her success.
2. Her beloved boyfriend Agus Setiawan, A. Md who always gives motivation and support.
3. Her friends who always support her and all members of PBI C 2016.
4. Her almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

Septia Wulandari was born in Tulang Bawang July 27th, 1997. She is the first child of the two children of Mr. Ponidi and Ms. Miskemawati. She has one brother whose name is Ari Afrizal.

She began her study at MIS Amanah 1 in 2004 and graduated in 2010. Then, she studied at SMPN 1 Lambu Kibang and finished in 2013. Afterwards, she continued her study in MAN 2 Tulang Bawang Barat in 2013 and completed in 2016. Furthermore, in 2016, she decided to study in English Education Program of Tarbiyah and Teacher Training Faculty in the State University of Islamic Studies Raden Intan Lampung.



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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. May Allah the most merciful give goodness and blessings for all guidance and help that have been given to the researcher. For this, the researcher hopes that this thesis will be useful for the readers.

Bandar Lampung, Juni 2021
The Researcher,

SEPTIA WULANDARI

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CHAPTER I

INTRODUCTION

A. Background of the Research

Listening is enhanced as students care about understanding what others have said. Imaginative activities further provide a crucial connection between language skill acquisition and autonomous interaction.¹ Listening skill is key to receiving message effectively. It requires a high level of concentration and energy.² So, listening skill is one of skill in language that must be managed by person, so he can understand what the information that they already he/she get from the speaker.

Before starting to conduct the research, the researcher did interview to the teacher to get some information about the object of the research. Result of interview with teacher of English at SMPN 1 Lambu Kibang, the researcher got information that listening skill of the students were still low. From the interview, the researcher found if students feel hard to understand in learning process, because time for learning listening was still limit. In learn listening skill, they fell hard in the class because the students only listen to the texts that have read by teacher.

Then, the researcher asked the score of listening skill to the teacher. The score of listening is low if the result from the students under 60. Refer to listening score that have obtained from the students at in SMPN 1 Lambu Kibang at the eighth grade, from all population that there three classes, 1 student (1%) got score 90-100, 9 students (9,5%) got score 80-89, 25 students (26,5%) got score 70-79, 25 students (26,5%) got score 60-69, and 34 students (36,5%) got score under 60. So, refer to result can be said if skill from object's research in SMPN 1 Lambu Kibang is still low. The result described in table 1.

¹ Rivers, W.M. *Communicating naturally in a Second Language: Theory and Practice in Language Teaching*. (New York: Cambridge University Press, 1983).

² Babita Tyagi, *Listening : An Important Skill and Its Various Aspects, The Criterion An International Journal in English*. (GZB: The Criterion, 2013), p. 120.

Table I
The Scoring Standard of the students from the Eighth Grade
at SMPN 1 Lambu Kibang Tulang Bawang Barat

Range	Qualification	Class			Total of Students	Percentage
		8A	8B	8C		
90-100	Excellent	1	-	-	1	1%
80-89	Good	3	2	4	9	9,5 %
70-79	Fair	8	10	7	25	26,5 %
60-69	Poor	8	7	10	25	26,5 %
< 60	Bad	12	11	11	34	36,5 %
Total		32	30	32	94	100%

Based on the preliminary research, it shows that there some factors of problem, like less motivation in teaching process, the time to teach listening skill is also still limit. Then, another probably caused is method or technique used by the teacher is still not support because the students feel monotonous in learning process. In the class, technique used by teacher is Dictation technique. According to the some explanations before, the technique for teaching listening skill is less effective technique cause in this technique the students more passive than the teacher, the students only listen the audio that said by the teacher. So the researcher give the an alternative to use Round Robin for teaching students on listening skill.

Round robin is a skill that employs a strategy when the class is separated into trivial groups of four to six learners per group with one person chosen to be a recorder. Questions are posed by the teacher with numerous possible responses and learners are given time to reflect about the responses. Round robin is performed when learners are put in circle or groups where each participant is valued and takes part in the whole process. Responsibility is shared and the recorder

does the work to put down what the group discusses. Questions are thrown to the entire group for all to respond given a specific timing.³

For supporting this research, there are three previous researches that used Round Robin. Refer to the previous research from Rizki Tia Maudina, there was a significant difference on students' achievement in writing descriptive text by using Round Robin writing strategy. The students that were taught by Round Robin writing strategy have higher score than were taught by conventional strategy.⁴

Besides that, Round Robin technique is used by Septihani Laelia Zistia from the Muhammadiyah University of Purwokerto to teaching listening skill in the thesis the Effectiveness of Round Robin Technique in teaching listening skill. It can be said that Round Robin can help students in listening's learning process. The student's score in experimental class, 35 is lowest score and 85 is highest score. In class of control, 35 is lowest score and 70 is the highest. Then result of t-test was 3.96, and t-table was 1.67 in degree of freedom 66 ($N_x + N_y - 2$) at the significant level 0.05. The test result of t-test was higher than t-table ($3.96 > 1.67$).⁵

According to some previous researches, Round Robin technique can used by the teacher to help in teach listening. In this occasion of research, the researcher will give novelty with using Round Robin technique to teach listening with different material.

Refer to the explanation before, the researcher will conduct a research with the title: the Influence of using Round Robin technique toward student's listening skill at first semester of eighth grade of SMPN 1 Lambu Kibang in 2020/2021 academic year.

³Kamau Hellen W, Odundo Paul, Inyega Hellen, *Use of Co-Operative Round Robin Technique on Standard Seven Learners' Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya*, (International Journal of Science and Research (IJSR)), (Kenya: University of Nairobi, 2018), P. 791.

⁴ Rizki Tia Maudina, *"The Effect Of Round Robin Writing Strategy On Students' Achievement In Writing Descriptive Text At The Tenth Grade Of Mas Pab 2 Helvetia Medan In 2016/2017 Academic Year"*, Medan, 2017), p. 62.

⁵ Septihani Laelia Zistia. *Effectiveness of Round Robin Technique in teaching listening skill*. (Purwokerto: Muhammadiyah University, 2015). p.viii.

B. Identification of the Problem

Based on the background of the problem above, the researcher identified the problem as follow:

1. Students lack motivation in learning process especially in listening.
2. The limit time for students to learn and understand listening.
3. Students are not used study listening, so they felt difficult for study listening on teaching learning process.
4. The technique used for listening is less suitable.

C. Limitation of the Problem

Refer to the explanation before, this research will focus on the influence of using Round Robin Technique towards student's listening skill on micro-skill especially on recognize reduced forms of words at the second semester of the eighth grade SMPN 1 Lambu Kibang Tulang Bawang Barat in 2020/2021 academic year."

D. Formulation of the Problem

Refer to the explanation before, formulating problem as follow:
 "Is there any significant influence of using Round robin technique toward student's listening skill at the second semester of SMPN 1 Lambu Kibang Tulang Bawang Barat in 2020/2021 academic year?"

E. Objective of the Research

To know influence of using round robin technique for listening skill in teaching listening skill at the second semester of SMPN 1 Lambu Kibang Tulang Bawang Barat in 2020/2021 academic year.

F. Significance of the Research

Significance of this research as follow:

1. Result from this research can help another future with same kind of research, actually about Round Robin and also about listening skill.

2. Result from this research can be used as another source reference in teaching process as an alternative technique.

G. Field of the Research

1. Subject of the Research

The students in Second semester was a subject of the research.

2. Object of the Research

The use of Round Robin technique and listening skill of students' was a object of the research.

3. Place of the Research

SMPN 1 Lambu Kibang Tulang Bawang Barat was a place of the research.

4. Time of the Research

The researcher conducted research at the second semester in the 2020/ 2021 academic year.





CHAPTER II

REVIEW OF LITERATURE

A. Frame of the Theory

1. Concepts of Listening

One of skill in language was listening. Listening involves a desire to understand other human being. An attitude of respected and acceptance, and a willingness to open a mind to attempt and distinguish things from other point of views. Listening involves a high stage of concentrations and energies. It demands while setting sideway our thought and agenda, putting ourselves in other's shoes and attempt to see the world through eye of person.⁶

Therefore, ogrodnik stated that listening are most essential form of communications, yet it is still recurrently ignore; in all probability attention might be expressed to subject of listening. Student and business men they need to further identify the consequence of these communicatives function.⁷ Listening as vital component of oral communications, or an interactive process in which an individual take a role of speakers and listeners through a non-verbal and verbal components. Listening skill must be a main area of unease to teacher and student of second foreign languages. Thus is unease of this chapter which tend to summarize what are vital to be identified about process of listening to learn foreign languages.

Listening skill are needed to be mastered by university students. Ability of listen and understand when there are person talking in English. Students that are good in listening

⁶ Babita Tyagi, *Listenin : An Important Skill and Its Various Aspects, The Criterion An International Journal in English*. (GZB: The Criterion, 2013), p. 120.

⁷ Sullivan A.Ogrodnik. *Importance of Effectives Listening skill:Implication For Work place And Dealings With Difficults People*.(201 1) , p. 4.

will understand more of speaker says.⁸ And the other theory, Listening as important abilities that have to be mastered.⁹

From two theories above, it could be terminated that listening is skill of major who should be mastered and understood by student what she or he gets from speaker, get new information that already heard by them.

2. Listening Skill

Listening is the ability to find meaning and knowledge of information with a focus on what the speaker is saying. By listening, the students are able to receive information in order to learn and knowledge in education. This means that listening is one of the important capabilities that must be mastered by the student. Through listening, students can gain knowledge and new information that they never knew before.

Listening skill as the constructive ways of synthesizing to consider a finite numbers of micro skill and macro skill implied in performance of listening. Brown stated a simplified lists of micro skill and macro convention listening. Macro skill segregated two skills that narrate to discourse levels of association, while it remains at sentence levels continue to be described micro skill. Listening comprehension micro-skill for conversational discourse.

- a. Retain chunks of language of different lengths in short-term memory.
- b. Discriminate among the distinctive sounds of English.
- c. Recognize English stress patterns, words in stressed and unstressed

⁸Dara Yusnida, Asnawi Muslem, Abdul Manan. *a Study of Teaching Listening (English Education Journal (EEJ))*. (Banda Aceh: Syiah Kuala University, 2017), p. 440.

⁹Apin Hidayat. *The Use of Songs in Teaching Students' Listening Ability* (Journal of English and Education. (Indonesia University of Education: English Education Study Program, 2013), p. 21.

- d. Positions Rhythmic structure, intonational contours, and their role in signaling information.
- e. Recognize reduced forms of words.
- f. Distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance.
- g. Process speech containing pauses, errors, corrections, and other performance variables.
- h. Process speech at different rates of delivery.
- i. Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), patterns, rules, and elliptical forms.
- j. Detect sentence constituents and distinguish between major and minor constituents.
- k. Recognize that a particular meaning may be expressed in different grammatical forms”.

Macro-skills for conversational discourse are:

- a. Recognize cohesive devices in spoken discourse.
- b. Recognize the communicative functions of utterances, according to Situations, participants, goals.
- c. Infer situations, participants, goals using real-world knowledge (pragmatic competence).
- d. From events, ideas, etc., describe, predict outcomes, infer links and connections between events, deduce causes and effects, and detect such relations such as main idea, supporting idea, new information, given information, generalization, and exemplification.
- e. Distinguish between literal and implied meanings.
- f. Use facial, kinetic, body language, and other nonverbal cues to decipher meanings.

- g. Develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof”.¹⁰

From definition above, it can be concluded that listening skill is the skill that can be used by listener to get meaning and knowledge of information from the speaker say that they never know before. In listening skill there are micro-skill and macro-skill. Micro-skill related with sentence level, and the macro-skill relate with discourse level organization.

3. Type of Listening

Based on the characteristics of listening and the micro and macro skills of listening, we can design listening typess. Brown and Abeywickrama propose that listening types be clasified into intensive, responsive, selective, extensive, and interactive tasks.

- a. Intensive listening, which is listening to identify phonemes, word, sentences, or discourse, e.g. identifying certain phonemes in a sentence.
- b. Responsive listening, which is listening to short stretches of language and their short responses, e.g. understanding greeting, congratulation, announcement.
- c. Selective listening, which is listening for certain details of a discourse, e.g. finding names, numbers, facts, or events.
- d. Extensive listening, which is listening to a longer discourse, and comprehending main ideas, implied details, and other components of listening, e.g. making a outline from a short talk.
- e. Interactive listening, which is listening involving interaction with the speaker. This kind of listening overlaps with speaking. Therefore, it can belong to speaking when the emphasis is on

¹⁰ Ibid. p. 121

ability to respond, and it can be considered as listening when the emphasis is on comprehending what is heard.¹¹

In this research, the researcher will use the types extensive listening, cause for this research will use narrative text, so students must be able to understand by listening to specific details in a text.

4. Listening processes

a. Bottom-up process

These are the process the listener uses to assemble the message piece by piece from the speech stream, going from the parts to the whole. Bottom-up processing involves perceiving and parsing the speech stream increasingly larger levels beginning with auditory-phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretive. It means that bottom-up process more focuses on grammatical relationship in the words. So, the listeners understand the sound, words, intonations, grammatical structure, and other components of spoken language.

b. Top-down processes

Top-down processes involve the listener in going from the whole their prior knowledge and their content and rhetorical schemata to the parts. In other words, the listener uses what they know of the context of communication to predict what the message will contain, and uses parts of the message to confirm, correct or add to this. The key process here is inferencing. When we put these two types of processing together we see listening not as a single skill, but as a variety of sub-skills. In the top-down process, the listeners should have other background information that they bring to the text. The listeners can predict what kind of information from the text if they have the prediction about the text that they will hear before.¹²

¹¹Fachrurrazy, Tres nadewiSinta. *Assessmentin Languages Teaching*. (Banten: Universitas Terbuka, 201 7). p. 30

¹²Ibid. p. 40

5. Concepts of Teaching Listening

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹³ It means that teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

The principles can be standard to limit teachers when they teach listening. The principles of teaching are stated below:

- a. The tape recorder is just as important as the tape
- b. Preparation is vital
- c. Once will not be enough
- d. Students should be encouraged to respond the content of listening not just to the language
- e. Different listening stages demand different listening tasks
- f. Good teacher exploits listening tasks to the full.¹⁴

Based on the definition above, it means that teaching listening is processing in which listeners play an active role in discrimination between sounds, understanding the vocabulary and grammatical structures, interpreting intonation and stress.

6. Procedure of Teaching Listening

There are three main procedures in teaching listening; they are the pre-listening, while-listening, and post-listening stage.

a. The Pre-Listening Stage

This is a stage where students do some activities before they listen to the text. Underwood states in Etman and Zaida that unfair to plunge the students straight into the listening text, even when testing rather than teaching listening comprehension, as this makes it extremely difficult for them to use the natural

¹³H. Douglas Brown, p.1 9

¹⁴Jeremy Harmer, How to Teach English an Introduction to the Practice Language Teaching (New York: Longman, 2001), p. 135-137.

listening skills (which we all use in our native language) of matching what they hear with what they expect to hear and using their previous knowledge to make sense of it. Therefore, before listening, the students should be “tuned in” so that they know what to expect, both in general and for particular tasks.

The ideas for pre-listening activities, there are number activities that can be used in the pre-listening activities stage :

- 1) Looking at the pictures before listening.
- 2) Looking at a list of items/ thought etc.
- 3) Making the list of possibilities/ ideas/ suggestion etc.
- 4) Reading a text before listening.
- 5) Reading through questions (to be answered while listening)
- 6) Labeling pictures
- 7) Completing part of charts.

b. The While Listening Stage

The While listening stage is a stage where the students are asked to do some activities during the time that the students are listening to the text. The purpose of the while listening activities is to help the learners develop the skills of eliciting messages from the spoken language. Good while listening activities help learners find their way through the listening text and built up on the expectation raised by pre-listening activity.

Ideas for while listening activities there are a number of activities that can be used in the while listening stage:

- 1) Marking/ checking items in a pictures
- 2) Matching pictures with what is heard
- 3) Storyline picture sets
- 4) Putting pictures in order
- 5) Completing pictures
- 6) Picture drawing
- 7) Carrying out an action

8) Multiple choice questions.¹⁵

c. The Post- Listening Stage

The post activities are activities related to a particular listening text, which are done after the listening is completed. Some post-listening activities are extensions of the work done at the pre-listening and while listening stages and some relate only loosely to the listening text itself. Post-listening activities can be much longer than while listening activities because at this stage the students have time to think, to discuss, to write.

Ideas for post-listening stage:

- 1) Form/ chart completion
- 2) Extending lists
- 3) Sequencing/ grading
- 4) Matching with a reading text
- 5) Extending notes into the written response
- 6) Summarizing
- 7) Using information from the listening text for problem-solving and decision-making activities
- 8) Jigsaw listening.¹⁶

7. Listening Tasks

a. Intensive Listening Task

Intensive listening is listening for a perception. It is suitable for some of the micro skills. Below are some intensive listening tasks.

- 1) Recognizing Phonological and Morphological Elements.
 - a) Ability to identify certain phonemes
 - b) Ability to identify certain words
 - c) Ability to identify the stress position

¹⁵ Ibid. p. 18

¹⁶ Ibid. p. 19

d) Ability to identify an emphasis (sentence stress)

2) Paraphrase Recognition

a) Ability to paraphrase from a sentence

b) Ability to paraphrase information from a dialogue

3) Recognizing a Familiar or Retold Story

Ability to recall some information from a retold story.

b. Responsive Listening Task

This task is in the form of question and answer. The test-taker hears a question, and then selects the correct written response, or writes an appropriate short response.

1) Ability to identify the correct response to a question.

2) Ability to give a short response to a question.

c. Selective listening tasks

There are several kinds of selective listening tasks, e.g. listening cloze, information transfer, identifying facts or grammatical sentences, guessing from a description, and finding certain details from a passage.

1) Completing a Listening Cloze

Listening cloze task is a task which requires the test-taker to listen to a passage which has a number of missing words or phrases to be completed by the test-takers while they are listening.

2) Transferring Information

Transferring information task is a task which requires the test-taker to transfer spoken information to a visual representation, such as obeying instructions, labeling a diagram, identifying an element in a picture, completing a form or a table, showing routes on a map, etc.

3) Identifying Facts From Common Knowledge

Ability to identify true facts from common knowledge.

4) Identifying Grammatically Correct Sentences

Ability to determine the grammatically correct sentences.

5) Guessing an Object Based on an Oral Description

Ability to guess an object from an oral description

6) Finding Stated Details From a Text

Ability to find a certain information from a heard text.

d. Extensive Listening Task

1) Dictation task

As mentioned earlier in the listening cloze task, for a dictation it is suggested to follow the following procedure. First, the test taker listen to the whole passages, to get overall ideas. Then, in the second reading, the passage is read again chunk by chunk twice, with the pauses to give time for the test-takers to write. After that, the passage is read once again like in the first reading (without pauses), for a recheck by test-takers. This procedure is a standard procedure for conducting a dictation. In addition, the standard dictation requires that the passage should be around 150 words in length.

A suggested scoring method for dictation is reduction method, namely, we determine that the highest score is, for instance, 100. Every time a test-taker makes a mistakes, the score is reduced one point. Therefore, if there are 7 mistakes, the score is $100 - 7 = 93$.

2) Task in the form of a dialog

Ability to get details of information from a dialog. Alternatively, if seeing the questions after listening to the dialog is considered too difficult, the test-takers may be asked to learn the questions first before listening to the dialog.

3) Task in the form of a lecture

This task is similar to the dialog task above, except that the text is in the form of a lecture. A suggested text for lecture task is that of an exposition.

4) Interpretation task

In this task, the test-takers listen to a poem or a text, and then give oral or written interpretation.

5) Retelling, summarizing, and making outline tasks

These three kinds of task can also be used for speaking tasks. However, there should be difference when they are focused on listening and they are focused on speaking. When the focused on listening, the criterion of scoring is on comprehension only; and when the focus is on speaking, the scoring criteria may be include speaking elements, such as, pronunciation and grammar, in addition to comprehension.

Retelling, summarizing and making outline are different. In retelling a speaker attempts to tell again the same text as close as possible (in terms of length, contents and their organization) for the original text. Summary is a short form of the original text, and an outline is a list of main points of the contents of a text.

e. Interactive Listening Task

Interactive listening task is a task is a combination of listening and speaking, or a listening as a basis for study and discussion . In this task there should be a balance between listening portion and speaking portion. If the speaking portion is too much, like in a interview, this task becomes a speaking task. An example of interactive task is a problem-solving.¹⁷

Based on explanation above, the researcher concludes that there are five types listening skill task. They are intensive, responsive, selective, extensive, and interactive tasks, but in this research, the researcher will focus on listening comprehension with multiple choice as the task in listening.

¹⁷Ibid. Pp. 3.11-3.26

8. The Concepts of Round Robin Techniques

Round robin is a skill that employs a strategy when the class is separated into trivial groups of four to six learners per group with one person chosen to be a recorder. Questions are posed by the teacher with numerous possible responses and learners are given time to reflect about the responses. Round robin is performed when learners are put in circle or groups where each participant is valued and takes part in the whole process. Responsibility is shared and the recorder does the work to put down what the group discusses. Questions are thrown to the entire group for all to respond given a specific timing.¹⁸

Round-Robin technique will enhance the knowledge of students because they will share their knowledge among friends related to the topic. Besides, this technique will encourage students' interaction.¹⁹ According to Kagan, Round Robin is the counterpart of round table. The technique is quite similar with round table technique, the different is round robin technique requires students take turns responding orally rather than responding on paper. Students deliver their idea or answer by stating orally to the teacher and other groups.²⁰

From the some definitions , it might be cancluded the robin of rounds are techniques to facilitate and can help the student to generate ideas. Besides that, this technique also can enhance the student's knowledge with the interaction that students use. The round also can use to teach listening because this technique requires the student to give statement or argument with orally. So, the another students can give responses also by orally.

¹⁸Kamau Hellen W, Odundo Paul, Inyega Hellen, *Use of Co-Operative Round Robin Technique on Standard Seven Learners" Achievement in English Composition Writing in Public Primary Schools in Kisumu County, Kenya*, (International Journal of Science and Research (IJSR)), (Kenya: University of Nairobi, 2018), P. 791.

¹⁹ Syafryadin, Istiqomah Nur Rahmawati, and Rizki Widiastuti. *Improving Grade X Students' Speaking Achievement under Round Robin Technique (International Journal on Education)*. (Bandar Lampung,: Universitas Bandar Lampung, 2013), p. 75.

²⁰ Kagan, S. *Cooperative learning resources from teacher*. (Riverside, CA: University of California, 1994).

9. Procedure of Using Round Robin Technique on the Teaching Listening

The students are given treatment by researcher to teach to teach listening by using robin of round techniques. The procedures of Round Robin are:

- a. Ask students to forms groups of four to six.
- b. Explain that the purpose of brainstorming is to generate many ideas group members will take turns, moving clockwise, and respond to the question. Inform students that to prevent interrupting or inhibiting the flow of ideas, they must refrain from evaluating, questioning, or discussing the ideas.
- c. If it would be beneficial for students to assume a role (such as recorder or rule enforcer), allow a few moments for role assignment.
- d. Tell students whether or not they will go around the group once or multiple times, announce a time limit, and pose the prompt.
- e. Ask one student to begin the activity by stating an idea or answer aloud. The next student continues the brainstorming session by stating a new idea. The activity continues, moving from member to member in sequence, until all students have participated.²¹

To implement the Round Robin technique in teaching listening, the researcher proposes some steps as follows:

- a. Students are divided into several groups, each group consisting of 5 students.
- b. One student acts as a group leader as well as a recorder. The other four students in each group were given their respective roles according to the generic structure in the narrative text.
- c. After the students get their respective roles, then the students are asked to listen carefully to the audio played by the teacher.
- d. The teacher distributes worksheets on narrative text material.

²¹Elizabeth F. Barkley, K. Patricia Cross, Claire Howell Major. *Collaborative Learning Techniques* .(SanFransisco: A Wiley Imprint, 2005), p. 110.

- e. Next, the teacher starts playing the audio.
- f. When listening to audio, students are asked to listen as well as pay attention to which one is their respective roles. At the same time students work on the assignments in the worksheets that have been given by the teacher.
- g. After listening to the audio, students are then asked to share what they had heard. 1 student who acts as a recorder listens and records everything the students say. This activity starts from all students in group 1 to the last group until all students have a turn.
- h. Then the teacher checks the results of the student's work.
- i. After checking, then the teacher and students discuss together the material that has been taught

10. Advantages and Disadvantages of Using Round Robin techniques on teaching the listening

The advantages and disadvantages of using Round Robin technique as follow:

a. Advantages

- 1) That your group uses other people's ideas to generate even more ideas, without being influenced by assertive or vocal members of the team.
- 2) It also ensures that everyone in your group gets an equal chance to present their ideas. If your team has shy or low-confidence members, this technique can help them feel more comfortable.

b. Disadvantages

- 1) It isn't anonymous. When team members pass ideas around the room, they might hold back simply because they know the person next to them will see what they have written.

- 2) That each person gets inspiration for their new idea from the ideas of only one other person, rather than from the entire group.²²

11. Concept of Dictation Technique

Nation described that dictation technique where the learner receives some input, hold this in his memory for short time and then writes of what he heard, so this dictation technique will help language learning by making learner focuses on sentence.²³ Nation also stated that dictation is the teacher says sentences and learners write them.²⁴ Run Kurtus states dictation is way to learn what they hear.²⁵ Dictation is the process of writing down what someone else has said. With young children, dictation offers a way for a parent or a teacher to record a child thought or ideas when the writing demands surpass writing skills.

Dictation is a part of note taking.²⁶ Richards assumed that in during the mostly dictations, students are only needed focus on word rather than on over all meaning of text. These activities involves them to reflect about meaning as they are listened, written, and read what they have already written.²⁷ Referring to explanation investigator desires to find a dictations are one of techniques for learners in learning of listening for junior high schools. A sentence must be small and easy constructions for level of learner.

Sawyer and Silver said that dictation can be with a class of any size, so it will be effectively quiet the class down if the sentences dictation is presented at the first item in the presenting of

²²Ibid. page. 112

²³ Nation, *Language Teaching Technique*, Victory University of Weeintoon, (1990), page 45.

²⁴ Ibid, page 15.

²⁵ Stansfield, *a History of Dictation in Foreign Language Teaching and Testing*, the Modern Language Journal, (1985), page 122.

²⁶M. Muhassin., *Teachers' Communicative Activities In Teaching English as a Foreign Language (TEFL): a Study at SMAN 9 Bandar Lampung. Humaniora* 7 (4). (2016). page. 489.

²⁷Richard, *New Ways in Teaching Reading*, (Tesol, 1993), page 269.

the class. Using dictation is easy to correct, it makes the teacher is enable to identify and correct a maximum number of different problems in a minimum time. For the students, dictation makes the students are active and forces the students to correct the sentences if they make some errors. In other hand, the students get practice in short of note taking many courses require and get practice in writing and listening.²⁸

Sawyer and Silver add dictation can be used only as learning exercises and secondary as testing exercise and the students are easily to get tired. So dictation must be selected from contemporary sources that offer reasonable model of the written variety of language being learned.²⁹

12. Procedure of Using Dictation Technique in Teaching Listening

One of the most useful developments in language teaching is methodology. In recent years has been in the organization of students in classroom. Dictation makes the students and the teacher aware of the students' comprehension errors phonological, grammatical, or both. In English, typical errors include the frequent omissions of bound morphemes.³⁰ It means dictation very useful for the students to motivate them in learning English especially structure because by using dictation they will be more understand what the teacher talk about. In doing the research, the researcher will give treatment to the students by teaching narrative text using dictation technique. The researcher will apply the teaching procedure as follows:

- a. The teacher read narrative text.
- b. The teacher ask the students to write what they heard.
- c. The teacher asks the students to read the text.
- d. The teacher writes the text on white board

²⁸Jese Lawyers and Shirley Kling, *Teaching English as a Second Language*. (Mc. Graw Hill: 1965), page 332.

²⁹Ibid, page 333

³⁰ Davis, P. And M Rinvulcri, *Dictation; New Methods, New Possibilities*, (Cambridge: Cambridge University Press 1988), page 7.

- e. The teacher asks the students to check their writing.
- f. The teacher give reflection to the students by asking them about what they have learn.
- g. The teacher asks the students to make text using their own words or sentences.³¹

13. Advantage and disadvantage of using Dictation techniques on teaching the listening

Dictation is a good training to ear and as well as motor training to the students. There are some advantages of dictation according to Patel and Jain:

- a. It trains students to reproduce in writing what they listen.
- b. It gives good aural practice to the students. It develops the habit of listening attentively in students.
- c. It enables students to understand the part of each sentence and word phrases.
- d. It enables student to write at good reasonably speed.
- e. It enables students to understand spelling and punctuation.
- f. It enables students to write-to use capital letters.
- g. It enables students to develop the habit of listening spoken language.³²

Then, according to British Council the disadvantages of dictation technique are:

- a. Dictation is boredom activity.
- b. Some students may find difficulties.
- c. Accuracy when checking.³³

³¹ <http://iteslj.org/Techniques/Alkire-Dictation.html>, No. 3 March 2002, by John W. Oller

³² Patel, M. E. and Praveen M. Jain. *English Language Teaching: Methods, Tools & Techniques*. (Jaipur: Sunrise Publishers & Distributors, 2008). p. 131-132.

³³ British Council, 2006 on <http://www.teachingenglish.org.uk>, accessed on July 20th, 2020.

B. Relevance Study of the Research

One important thing in the research is relevance study that make research valid. There are some previous researches that use Round Robin technique. Based on previous research by Rizki Tia Maudina with the title, the Effect of Round Robin Writing Strategy on Students' Achievement in Writing Descriptive Text at the Tenth Grade of Mas PAB 2 Helvetia Medan in 2016/2017 Academic Year, there was a significant difference on students' achievement in writing descriptive text by using Round Robin writing strategy. The students that were taught by Round Robin writing strategy have higher score than were taught by conventional strategy.³⁴

Second previous research was done by Syafriyadin, Istiqomah Nur Rahmawati, and Riki Widia Astuti. The title is of the research is Improving grade X students' speaking achievement under Round Robin Technique. The result of the research, there is improvement from cycle one to cycle two. This average achieved the target for accuracy decided by the writer and the teacher that was 70. This improvement in accuracy revealed that round robin technique positively and significantly improves students' speaking achievement at grade X in senior high school in Bandung.³⁵

Another previous research was done by Septihani Laelia Zistia. The title of the research is the effectiveness of Round Robin Technique in Teaching listening skill. The result of the research showed that the students' competence of experimental class was higher than that of the control class. It was seen from the students' score in experimental class, the lowest score was 35 and the highest score was 85. The lowest score in control class was 35 and the highest score was 70. Then the t-test result was 3.96, and t-table was 1.67 in degree of freedom 66 ($N_x + N_y - 2$) at the significant level 0.05. The test result was higher than that of table ($3.96 > 1.67$). It means that

³⁴Rizki Tiamaudina, "Effects Of Round Robin wrtiten Strategies in learner' achievements In writing text of descriptive At tenthgrade Of MasPab 2 Hevetia In academic year of 2016/2017", medan, 2017),p. 62.

³⁵Syafriyadin, Istiqomah Nur Rahmawati, Riski Widiastuti. *Improving grade X Students' Speaking Achievement under Round Robin Technique* (Bandung: Indonesia University of Education, 2013). P.74.

hypothesis which stated that Round Robin technique is alternative technique that can help teacher to teach listening.³⁶

According to some previous researches, Round Robin methods are appropriate for teach a listening, speaking, and also writing. In this research, it would be given novelty researchs about the using Round Robin technique to teach listening with different material.

C. Frame of Thinking

Listening skills was the skills than can used by listener to get meaning and knowledge of information from the speaker say that they never know before. Listening skill can be used in teaching learning process by the students to understand the knowledge that they heard.

In teaching listening skill needs a valuable technique so that the students can learn the material easily. Round Robin technique can give advantages in teaching listening, cause this technique help the teacher to teach the listening. With this round round technique, students can generate many idea. Besides that, this technique also can ensures equal participation from the students.

Round robin can implement to teach listening. To get any knowledge from listening, the students should be more active to participate in learning process, especially in teaching listening. To make the students be more active, in this technique one student chosen to be a recorder. Responsibility of the recorder does the work to put down what the group discusses. To make the discuss run well, the recorder have to record what says by the other student, and to make clear what he heard, the recorder also have to listen what the students says well. So, with this rule, it can help students to improve their listening skill.

³⁶SeptihaniLaeliaZistia..*The Effectiveness of Round Robin Technique inTeaching Listening Skill*.Purwokerto: Muhammaiayah University of Purwokerto. 2015. P. xiii

D. Hypotheses

The research hypotheses are follow:

- H_a : There are significant influence of the using Round Robin Technique toward Students' listening skill at second semester of SMP N 1 Lambu Kibang 2020/ 2021.
- H_0 : There are no significant influence of the using Round Robin techniques toward students' listening skill at second semesters of SMP N 1 Lambu Kibang 2020/ 2021.



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